

---

## Social Justice Infusion Initiative: A Case Study of Embedding Social Justice into Educational Practices

**Jordyn Hagar**  
**Providence College**  
**U. S. A.**

**Maia Bailey**  
**Providence College**  
**U. S. A.**

**ABSTRACT:** Many disciplines want to incorporate social justice into their educational practices. Research demonstrates, however, that challenges can emerge when this work is undertaken without preparation. The Social Justice Infusion Initiative (SJII) is a program designed to provide faculty with tools to incorporate themes of social justice into their courses and departmental practices. This case study explores the theory of change model and participant behavior change from the SJII pilot study. Participants specifically noted the importance of peer involvement, opportunities provided, and tools learned. Results suggest that collective efficacy serves a role in empowering faculty to incorporate social justice into their work.

**KEYWORDS:** Social justice, higher education, intervention, interdisciplinary, faculty

**Literature Review**  
**Current Study**  
**Conceptual Framework and Theory of Change**  
**Methods**  
**Findings**  
**Discussion**  
**Limitations and Implications for Future Research**  
**Conclusion**  
**References**  
**Author Contact**

---

As complex social problems in health, education, criminal justice, wealth, and the environment are considered systemically, faculty in a wide range of fields wrestle with past, present, and ever evolving injustices. Increasingly, faculty have sought to address social injustice through their courses and integrate themes that promote social justice. Social justice involves equitable access to resources, protection of human rights, equitable outcomes, and participation in decision-making processes for all individuals, particularly those who are marginalized due to identity (e.g., gender, sexual orientation) and/or structural oppression (e.g., poverty, racism) (Hagar et al., 2024). Many faculty look to incorporate courses,

assignments, and experiences into their work that demonstrate the importance and relevance of social justice in their discipline and that prepare students to think critically about these issues. Faculty in disciplines such as medicine (Green et al., 2020), nursing (Walter, 2017), biology (Bellomo, 2015), general sciences (Morales-Doyle, 2017), and mathematics (Alexander et al., 2019) have considered social justice within their discipline and its implications for teaching and learning.

Many faculty, however, are not prepared or trained to address issues of social justice in their work. Research suggests that possessing social justice knowledge and values does not necessarily equate to having the skills or making the leap to incorporate social justice themes into one's work, and instructors often feel underprepared to teach for and about social justice (Apgar, 2021; Bhuyan et al., 2017; Deepak et al., 2015; Funge et al., 2020). Research also indicates that effective teaching for and about social justice requires a specific approach, and when that approach is not utilized, educational experiences can have adverse outcomes for students (Deepak et al., 2015; Hackman, 2005; Mayhew & Fernández, 2007). Currently, it could be useful to better understand methods that help prepare and empower faculty to incorporate social justice into their work, as well as how professionals move from possessing social justice knowledge and values to making changes in their work.

## Literature Review

Research offers suggestions for effectively teaching for and about social justice and how instructors move from intention to action in changing their teaching practices. In orienting our study to previous research, we review how our current study aligns with previous conceptual frameworks and theories of change.

### Teaching for and about Social Justice

Scholars have demonstrated that when course content is taught from a "societal systemic approach" (Mayhew & Fernández, 2007, p. 74) – meaning that systemic oppression and structural inequalities are taught as societal or sociological issues from a critical perspective as opposed to the result of individual behaviors – understanding of social justice is more likely to occur. Social justice learning is also more likely to develop through teaching interventions that align with Transformative Learning Theory (Baumgartner, 2001; Mezirow, 1997), such as personal reflection, critical discourse, perspective taking, skill building, experiential learning, and application of material to real life problem solving (Lane & Grape, 2024; Lee et al., 2022). Additionally, instructor traits, such as personal awareness and a willingness to have difficult conversations, as well as instructor skills, such as group management, conflict management, facilitation of difficult conversations, and teaching for knowledge, values, and skills, also serve a role in student social justice learning (Deepak et al., 2015).

Ineffective teaching about social justice can result in negative outcomes for students. Lack of instructor awareness, classroom management skills, and preparation, as well as discomfort with the topic and with potential classroom dynamics, have been noted to contribute to students feeling unheard or unvalued in group discussions, lack of depth in group discussions, and mismanagement of conflict (Deepak et al., 2015). These experiences can become isolating, demoralizing, or hurtful to students whose voices are not regarded, and they can stifle personal growth in students who lack awareness of the need for reflection and perspective taking. They can even lead to some students feeling the burden to educate other students about personal and/or painful topics, as well as some students experiencing retribution or ostracism by others in the class (Deepak et al., 2015; Hackman, 2005; Mayhew & Fernández, 2007). When students feel disconnected, isolated, or unvalued at their institution, they are more likely to struggle with academic achievement, persistence, social involvement, psychological adjustment, and meeting the requirements for graduation (Museus, 2014; Vaccaro et al., 2019). Further, students can develop feelings of stagnation, hopelessness, cynicism, and powerlessness when overwhelming content is not properly processed or linked to tangible skills and action steps (Hackman, 2005; Moeschberger et al., 2006). This disconnected approach can lead to some students feeling incapable of making an impact on the world around them. It can also leave some students feeling stuck in their own circumstances without hope for change (Hackman, 2005).

Additionally, research on social justice learning supports the need not only for specific content and pedagogy, but also systemic enactment of social justice principles. Student learning is enhanced when students are exposed to relevant content and simultaneously witness and experience the lived reality of this content in practice. The observed congruence between explicit instructor teachings and implicit actions by departments and institutions signifies commitment to the content and models the principles in action (Bhuyan et al., 2017; Deepak et al., 2015). This congruence can be observed through daily routines, curricular content, and interpersonal relationships, and it can be manifested through diversified syllabi, diverse faculty, topics embedded throughout the curriculum, representative attrition and graduation rates, equitable admissions policies, available resources, and student involvement in governance, among others (Deepak et al., 2015).

Issues can emerge when students perceive discrepancies between the explicit and implicit curricula. Students may dismiss the social justice content they have learned as simply theoretical in nature but irrelevant in practice (Bhuyan et al., 2017). They may experience dissatisfaction and disconnect from their learning environment, questioning the credibility of their instructors, program, and profession. They may question the specific content taught in the social justice-oriented course or the instructor who taught that course (Garran et al., 2014). This gap between social justice course content and institutional practices can discredit important social justice content and reinforce existing stereotypes (Deepak et al., 2015).

Presently, many associations and organizations offer resources to develop teaching and learning for social justice. Organizations such as the American Association of Colleges and Universities (2025), Campus Compact (2025), and the Southern Poverty Law Center's Social Justice Learning Center (2025) lead well-known faculty development programs aimed at pedagogy for social justice. Discipline-specific organizations such as the American Chemical Society (2025) and The Underrepresentation Curriculum Project (2025) offer resources for social justice pedagogy specific to certain disciplines. These organizations, and many others like them, tend to offer online access to lessons, webinars, relevant discipline-specific content, and impactful, inclusive, and social justice-oriented pedagogy that aligns with the research on teaching and learning for social justice. Some of these resources can be quite detailed and robust, though they are generally content focused and rely upon an individual's initiative to seek out the program and learn and integrate the content on their own time and through their own volition. Although these programs serve as helpful resources, most faculty do not receive direct instruction through their disciplines or programs of study to teach in socially just ways.

### **Moving from Social Justice Knowledge and Values to Action**

Scholars have indicated many factors that contribute to the development of pro-social justice attitudes and intentions (e.g., Bussey, 2020; Mayhew & Fernández, 2007; Moeschberger et al., 2006). However, researchers have also found that exhibiting pro-social justice attitudes and intentions is not a sufficient condition for predicting actual engagement in social justice action (e.g., Miller et al., 2009; Torres-Harding et al., 2012). Even in fields such as social work, where professionals are charged with taking action to promote social justice, there is often a struggle to translate social justice values into workplace behavior (e.g., Apgar, 2021).

Social justice action development theories have noted multiple elements that seem critical in moving individuals from possessing values to engaging in action. Grounded theories of social justice action development in both nursing (Walter, 2017) and social work (Hagar et al., 2025), as well as the most recent iteration of sociopolitical development theory (Watts & Halkovic, 2022), suggest that opportunity structures, praxis, skills, capabilities, capacities, social networks, and other forms of relational and social support are necessary in some combination for action to occur. Relying upon social justice-oriented knowledge, attitudes, values, and intentions does not prove to be sufficient in producing action.

---

## Current Study

Taken together, the evidence suggests that a purposeful, transparent, and congruent process of preparing instructors to teach for and about social justice is important for social justice learning. Because an increasing number of faculty are looking to incorporate social justice into their curricula, and the skills and approaches necessary to teach for and about social justice are neither intuitive nor explicitly taught in many disciplines, it is prudent to consider how instructors are preparing to do this work. Further, because a gap exists between believing social justice work is important and actually engaging in that work, consideration must be given not only to how instructors prepare to do this work but also to how they come to implement and sustain this work in their classrooms and departments.

This case study explores the theory of change, implementation, and outcomes of a novel evidence-informed intervention, the Social Justice Infusion Initiative (SJII). The program was developed and implemented in collaboration between the two authors. The first author is a social work faculty whose research and teaching center on social justice and preparing a wide range of future professionals and leaders to consider their work from a social justice lens. The second author is a biology faculty who has worked to challenge traditional frameworks in her discipline from a social justice perspective.

The first author had engaged in research focused on social justice theory, pedagogy, and learning, and the gap between relevant scholarship and practical application of the content into usable tools became evident. Further, social work literature demonstrates ongoing difficulties incorporating social justice, a core value of the profession, into social work education despite professional values and mandates to do so (e.g., Brown, 2021; Mattocks, 2018). Collegial conversations with the second author unearthed a shared desire to incorporate similar themes into their science curriculum with similar uncertainties regarding exactly how to do so. Ongoing discussions led to the idea of an intervention that could be used in any number of disciplines to achieve similar social justice goals with the flexibility to accommodate the details and nuance of a given discipline. The first author developed the program as a practical tool for faculty grounded in extant research. Situating the intervention in extant research allowed for an evidence-informed intervention with a potentially wide reach.

The SJII is designed to provide faculty with tools and opportunities to incorporate themes of social justice into their courses and institutional practices. The goal of the program is for faculty to engage in behavior change, evidenced by making tangible changes to their courses or departmental practices to support social justice. This study focuses specifically on faculty outcomes, feedback, and the resulting implications for program efficacy and the theory of change model. As such, the following research questions were addressed: (1) What changes do participants make in the ways they incorporate themes of social justice into their courses and departments after engaging in the SJII? (2) What factors contribute to participants making changes to their courses and departments?

---

## Conceptual Framework and Theory of Change

The SJII uses the Social Identity Development Model (SIDM) as an orienting framework. The SIDM is an identity development theory that seeks to explain how individuals develop a sense of their social identity regarding positions of privilege and oppression. The model posits that individuals can move through five developmental stages that culminate in a state of awareness that lends itself to prosocial action. The model suggests that individuals begin in a state of *no social consciousness* (Stage 1) where they lack preconceptions of social norms and expectations but eventually move into a state of *acceptance* (Stage 2) where they internalize the social norms of the dominant culture as well as a sense of social hierarchy. The next stage of *resistance* (Stage 3) occurs when individuals start to question the status quo, and differential experiences with privilege and oppression can impact how an individual moves through this stage. The stage of *redefinition* (Stage 4) involves creating a new sense of self while accounting for and rejecting systems of inequality. Finally, individuals may reach a stage of *internalization* (Stage 5) whereby their knowledge, awareness, and developing sense of self move the individual into action. The model supports the idea that exposure to new content and experiences can contribute to cognitive and emotional growth, which in turn can help move an individual through this process (Tharp & Moreano, 2020). The SJII was designed to help develop knowledge, attitudes, and skills that can contribute to an individual's progress through the stages identified in the SIDM. The program seeks to support faculty growth regarding their social identities and their role in addressing social injustices so they can, in turn, take social action by incorporating themes of social justice into their own work and supporting related growth in students.

Teaching for social identity and social justice development requires specific pedagogy. As noted earlier, teaching interventions that align more closely with transformative and affective learning theories (Baumgartner, 2001) are more likely to increase social justice learning (Lane & Grape, 2024; Lee et al., 2022). Thus, the SJII uses transformative and affective learning strategies in its implementation to effectively support faculty learning. The SJII then further instructs faculty on using these strategies when teaching for social justice in their own courses.

The intervention also utilizes the Integrated Behavioral Model (IBM) (Montano & Kasprzyk, 2015) and Social Cognitive Theory (SCT) (Bandura, 1986) as conceptual frameworks for understanding behavior change. Both models delineate multiple variables that contribute to behavior change, with much overlap between the models. Both the IBM and SCT emphasize the role of self-efficacy, normative peer and environmental influences, behavioral intention, knowledge and skill, opportunities and barriers, and outcome expectations as contributing to ultimate behavior change. The IBM further emphasizes the role of attitudes about a behavior and the identity salience of a behavior, and SCT highlights the role of observational learning, collective efficacy, social support, and reinforcement for behavior change. The literature on social justice action does not specifically present a model for developing behavior change; however, it does suggest that

many of the variables in the IBM and SCT may have an impact on the development of social justice action. Table 1 presents a visual depiction of the overlap between the variables highlighted in the IBM, SCT, and the social justice literature.

**Table 1**  
*Factors Identified per Category as Contributing to the Development of Action*

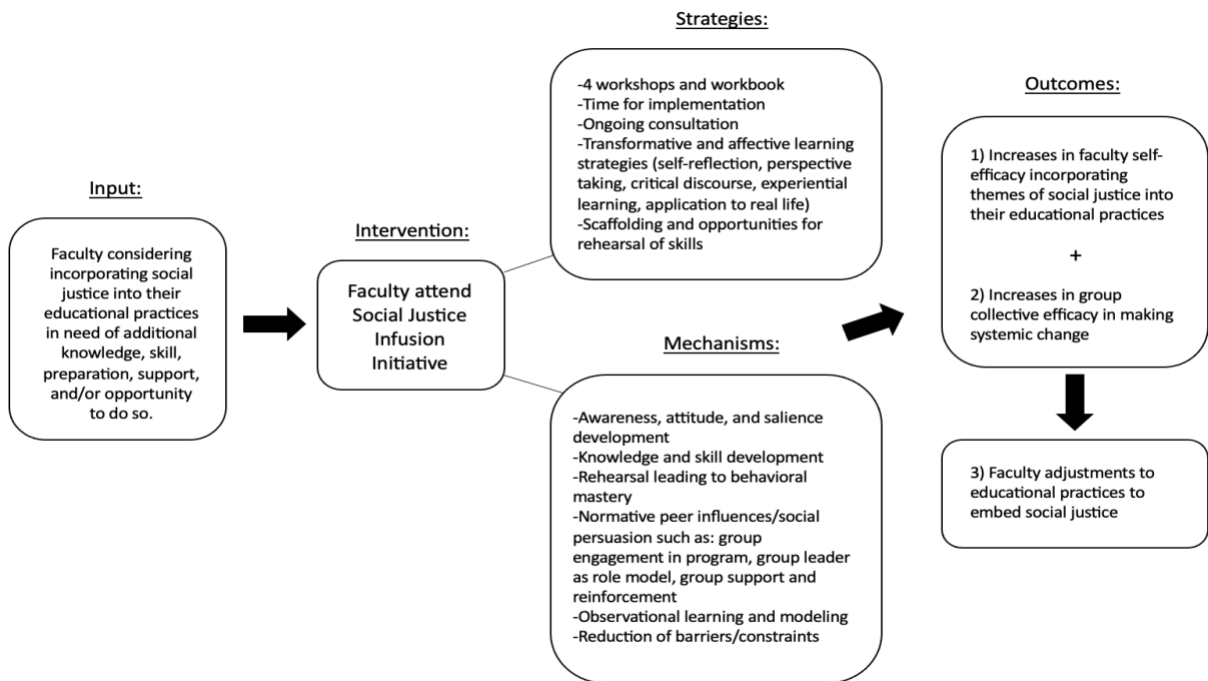
Factor	Integrated Behavior Model	Social Cognitive Theory	Social justice action literature
Knowledge	X	X	X
Skill	X	X	X
Attitude	X		X
Salience, value	X		X
Perceived norms	X	X	X
Social support		X	X
Self-efficacy	X	X	X
Collective efficacy		X	X
Behavioral intention	X	X	X
Rehearsal, mastery, habituation		X	X
Opportunity		X	X
Environmental constraints	X	X	X
Observational learning		X	X
Behavioral reinforcement		X	
Emotional arousal		X	X

Both SCT (directly) and the IBM (indirectly) center the role of self-efficacy in leading to behavior change. Self-efficacy is conceptualized as an individual's belief and confidence in their ability to complete an action to produce a specific outcome (Kelder et al., 2015), and it has been consistently linked to the development of not only action, but sustained action over time (Bandura, 1988; Kelder et al., 2015). Additionally, there is strong support for the role of collective efficacy, as represented in SCT, in developing action. Collective efficacy is conceptualized as an individual's perception of the capabilities of a system (Goddard et al., 2004). When individuals are unable to achieve system level goals on their own, they will often join together in an attempt to collectively work toward change. Collective efficacy develops as groups have success and group members come to believe in the group's capabilities to impact change (Kelder et al., 2015).

SCT presents four elements that contribute to a person's development of self-efficacy at the personal level and collective efficacy at the group level, including previous mastery experiences, vicarious experience, social persuasion, and emotional arousal. *Previous mastery experience* occurs when a person or group has rehearsed an action, developed behavioral skills, and has expectations about the outcome of their action. *Vicarious experience* occurs through observational learning, or watching individuals or groups have success or failure with a behavior. This is intensified when the person or group being observed is influential or a role model to the individual. *Social persuasion* includes support, reinforcement, encouragement, discouragement, and/or persuasion by a socially

credible and/or desirable individual. At both the individual and group level, this is impacted by the normative environment, including expectations, values, and practices. *Emotional arousal* when performing an action can impact beliefs about future success or failure. The messages that individuals internalize are stronger, and therefore more likely to influence behavior, when they are associated with an emotional reaction or response (Kelder et al., 2015; Goddard et al., 2004). Since the SJII seeks to develop behavior change, the program targets the development of self-efficacy and collective efficacy through these four pathways. The variables identified by the IBM and SCT are embedded throughout the program to support and supplement the process of developing self-efficacy and collective efficacy, and thus behavior change. Figure 1 depicts a conceptual model of the program.

**Figure 1**  
*Conceptual Model of the Social Justice Infusion Initiative*



## Methods

This study uses a case study design to explore participant behavior change to better understand the process of SJII program implementation, potential program outcomes, and the theory of change model. Intervention research emphasizes thorough consideration of both procedural elements and participant outcomes, as well as understanding how an intervention creates change, particularly during the pilot stage (Fraser et al., 2009). As such, a case study design

allows for the analysis and integration of multiple forms of data to produce a more comprehensive understanding of the study's focus (Creswell & Poth, 2018). This study also incorporates principles from design-based research which focuses on testing and refining theory while simultaneously implementing and improving practice (Dolmans & Tigelaar, 2012). The case was bound (Baxter & Jack, 2008) to one specific pilot implementation of the SJII, which is described below. The study received IRB approval from the host institution. The two authors facilitated the pilot SJII program.

## Intervention

The Social Justice Infusion Initiative (SJII) is a program designed to provide faculty members with the necessary tools to incorporate themes of social justice into their educational practices. The goal of the program is for faculty to make behavior change by incorporating social justice into their courses and departmental practices. The program contains a 6-step framework that can be used with a range of disciplines. Faculty versed in their discipline work together with a team versed in social justice pedagogy to effectively apply the framework to specific courses, curricula, or departments. The SJII includes four 2-hour workshops, completion of work from the workbook in between workshops, and ongoing consultation with the facilitation team. Table 2 includes the goals and learning objectives of the program. Table 3 describes each of the six stages in the framework. The appendix presents an extended change model that more specifically links each element of the program to social justice pedagogy research and theory. An official practice manual for the initiative is currently being developed and will be made publicly available upon publication.

**Table 2**

*Social Justice Infusion Initiative Goals and Learning Objectives*

<b>Upon Completion of this Program, Faculty Will:</b>	
Program Goals	<ol style="list-style-type: none"> <li>1. Know a framework, resources, and tools for incorporating themes of social justice into their courses and departments.</li> <li>2. Understand the importance of self and departmental reflection with regard to privilege, social identities, and structural barriers.</li> <li>3. Make course and/or departmental changes to more effectively promote themes of social justice.</li> </ol>
Program Learning Objectives	<ol style="list-style-type: none"> <li>1. Identify their social identities, how these may impact dynamics in the classroom, and resources to continue learning about and addressing these topics.</li> <li>2. Explain social justice considerations, strengths, and challenges specific to their discipline and department.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Create learning objectives for courses and/or programs of study that incorporate a social justice perspective.</li> <li>4. Develop and diversify course content to incorporate social justice themes.</li> <li>5. Incorporate pedagogical practices that support learning for social justice.</li> <li>6. Evaluate course and/or program outcomes and adjust the process accordingly moving forward.</li> </ol>
--	---

**Table 3***Social Justice Infusion Initiative Six Step Framework*

Step	Content
1. Individual education and reflection	Faculty members, either individually or together with their department, start to explore topics related to the history of oppression, power, and privilege and the impact of this history on current day inequities and injustices. Faculty examine their own socialization process, attitudes, and biases, and learn about the various skills that are utilized when operating from a social justice perspective. In addition, faculty members start to consider the relationship between their academic discipline and themes of social justice/injustice.
2. Departmental/course reflection	Faculty consider a series of questions about their department and their course or program of study to assess existing social justice strengths and challenges. Faculty use this information to think about aligning the implicit and explicit curricula so that the content and messaging that students are exposed to are compatible with course and departmental practices.
3. Development of social justice goals and learning objectives	Faculty consider the social justice knowledge, attitudes, and skills they would like students to possess upon completion of their course or program of study. Using the information acquired in Steps 1 & 2, as well as peer consultation, faculty now develop social justice learning objectives for their course or program of study. Instructions for developing learning objectives and examples are provided.
4. Content development	Using the information generated in Steps 2 & 3, as well as peer consultation, faculty research and incorporate relevant social justice content into their course or program of study. Students need to understand how social justice themes surface in their disciplines, as well as critically consider how and by whom information is generated, who the information does and does not represent, what alternative perspectives exist, and why all these elements are important. Students will also need to understand how their discipline

interacts with other disciplines and how this can occur in a prosocial way. Faculty again respond to a series of prompts to assess how and where they can make content changes in their work.

5. Pedagogy development Using the information generated in Steps 3 & 4, as well as peer consultation, faculty consider alternative or additional pedagogical strategies for effectively incorporating social justice themes into their course or curriculum. Faculty work to incorporate transformative learning strategies, skill development, and time for rehearsal and mastery into their courses. They also consider classroom management strategies and skills that are common in social justice pedagogy and inclusive teaching.
6. Evaluation and adjustment Faculty make plans to measure student learning and social justice outcomes as well as gather feedback from students regarding the new content and pedagogy. The information generated from this evaluation process will be used to make adjustments to the course or program of study moving forward.

### **Workbook**

The electronic workbook presents the six-step framework: 1) individual education and reflection, 2) reflection on educational and departmental practices, 3) development of departmental/course learning objectives, 4) content development, 5) pedagogy development, and 6) evaluation and adjustment. Each section of the workbook corresponds with one step in the framework. Each section includes a description of the step, a rationale for the step, and a toolbox to help implement the step. Pertinent resources and a guiding worksheet are included within each toolbox. A bibliography of relevant literature can be found at the end of the workbook. Sections of the workbook are assigned to be completed prior to each workshop. This allows for self-reflection and time to gather and formulate thoughts about the material. The workbook provides discipline-neutral guiding prompts that faculty can then apply to their own discipline-specific content and experiences.

### **Workshop 1-3**

The first three workshops occur over a period of 1-2 months and cover Steps 1-5 of the framework. Workshops are facilitated, not presented, and follow a semi-structured format designed to normalize and optimize the working environment, model learned material, apply learned material to practice, and provide space for discourse, brainstorming, and making plans.

The first workshop serves to orient faculty to the process, discuss the working environment, find shared relevance for the work, identify one's own goals, reflect on Step 1, and begin thinking as a group about how to prepare for Step 2.

The second workshop covers Steps 2 and 3, with reference to the Step 2 and 3 worksheets faculty completed ahead of time and thoughts they had about their department. Faculty can be involved in structuring this session, with possibilities including: analysis of a departmental case study to get the group thinking about relevant themes; brainstorming/discussing strengths of the department, areas for growth, and specific goals the department might have; how learning objectives might be relevant in a course, in the overarching curriculum, or within the major/minor; and small group brainstorming/discussion based on topics of interest with reports out and further discussion occurring in the larger group.

The third workshop covers Steps 4 and 5, again with reference to the corresponding worksheets and faculty input on how to structure the session and the content to address. Possibilities include: continuing discussion about learning objectives and how they are related to content and pedagogy; discussing content or pedagogy for specific courses, the overarching curriculum, or the major/minor; and looking at specific syllabi, assignments, course or departmental websites, or other materials to assess needs and brainstorm changes. Time is spent at the end of this session preparing and planning for the upcoming implementation time.

### ***Implementation Time and Consultation with the Facilitation Team***

After completing the first three workshops, faculty have time to implement the plans they made during the first phase of the program. Facilitators are available for consultation, namely ongoing conversation as needed to troubleshoot obstacles and brainstorm alternate plans. This phase of the program allows for practice of the new skill set with peer and program support available.

### ***Workshop 4***

The fourth workshop occurs 2-3 months after the third workshop so that faculty have had time to start implementing their plans. This workshop covers Step 6 of the framework. It also includes time to discuss the implementation process, address obstacles, and make additional plans. This workshop serves to solidify learning and renew ongoing intentions.

### ***Program Delivery***

The program utilizes a prolonged exposure approach to intervention and addresses knowledge, attitudes/values, and skills to impact change more effectively. Faculty from a department attend the program together, which allows for increased comfort, increased specificity of content, and the opportunity to develop a normative environment that capitalizes on peer support and influence. The program focuses on both individual- and departmental-level changes, thus taking steps to make the implicit and explicit programs more congruent.

### **Sampling and Recruitment**

The program was piloted at a small, predominantly white, religious, liberal arts college in the Northeast United States. As a Catholic school of higher education, social justice approaches can be justified by the overt moral mission of the college. Moreover, the mission is used in hiring, such that faculty are generally comfortable discussing how they consider moral aspects of their work. This may have affected our pilot study as participants may have entered the study with a pre-existing willingness to engage in social justice- or mission-related work as well as a shared lens of the college's mission.

The program's faculty sponsor (the second author) invited the history department to participate in the program. We approached the history department because we were interested in working with a Humanities discipline to understand the program's relevance and utility outside of our own disciplines (social work and biology). We also wanted to work with a large department to recruit an adequate number of faculty to allow for planned program implementation as well as sufficient data collection and analysis.

Because the program required a substantial time commitment, the department worked with the Institute of Diversity, Equity, and Inclusion on campus to offer faculty a stipend for their participation. Once registered for the program, faculty had the option to also consent into the study. Their participation in the program and receipt of a participation stipend was not contingent upon their participation in the study; they had the option to continue in the program and receive the benefits of participation without consenting into the study. Seven faculty enrolled in the pilot program, and all agreed to participate in the study.

### **Data Collection**

Faculty were sent an introductory packet via email including the informed consent document and a link to the pre-test survey. Anonymous pre- and post-test survey data were collected through an online survey platform. Participants had the

opportunity to provide verbal feedback about the program and their behavior change process during debriefing discussions at the end of the third and fourth workshops. Researchers also took de-identified notes throughout the program development and implementation process.

## **Measures**

Participants completed a pre- and post-intervention survey to measure social justice knowledge and orientation, as well as feelings of self-efficacy regarding teaching about and for social justice. The pre-test also included demographic items (i.e., age, gender, race, ethnicity). The post-test included items about the changes that participants made and intended to make to their academic practices due to the program (behavior changes), the process that led to these changes, and program implementation. Survey items were designed to capture participant outcomes as well as potential mediating factors in the change process.

### ***Social Justice Knowledge***

Social justice knowledge was measured by a series of six open-ended questions defining the concepts of 'social identities' and 'social justice' and explaining how these concepts are relevant for faculty members, in classrooms, in departments, and in the participant's discipline.

### ***Social Justice Orientation and Self-efficacy***

Twenty-one survey items were adapted from the Social Justice Scale, a 24 item, four factor scale designed to measure an orientation toward social justice action (Torres-Harding et al., 2012). The four factors are social justice attitudes, social justice perceived behavioral control (self-efficacy), social justice subjective norms, and social justice behavioral intentions. The scale has good reliability, with Cronbach's alphas in the range of .82 to .95 (Torres-Harding et al., 2012). Adaptations include putting items into the first person to make them more personal and less general, making them more specific to a particular setting, and removing items that were not applicable to the research question or to the study setting. Best practices for measuring self-efficacy (Heslin & Klehe, 2006) were also considered, so items seek to measure efficacy about specific and contextualized behaviors, such as different aspects of incorporating social justice into one's work.

---

### ***Behavior Change and Behavior Change Process***

Behavior change was measured by participant responses on a checklist of 18 activities where they indicated which, if any, of the following applied: 1) they made changes to the item as a result of attending the program, 2) they intend to make changes to the item in the next academic year as a result of attending the program, 3) they had already incorporated social justice themes into this practice prior to attending the program. Participants only had to select an item if it applied to them, and it was possible to leave all boxes for an activity unchecked. Participants answered open-ended questions to describe how they are incorporating, or intend to incorporate, social justice themes into these activities. Participants also had the option to write in other activities. Participants then responded to three open-ended questions detailing how they came to the decision to make or not make changes to their work, what factors contributed to their decision, and why these factors were important.

### **Data Analysis**

Due to the low sample size, quantitative data analysis was limited to descriptive statistics. Qualitative data analysis involved basic thematic coding of all qualitative survey responses, researcher notes on participants' verbal feedback, and researcher notes on program development and implementation. To find and organize data relevant to the research questions, coding was initially structured with general categories such as 'factors contributing to action' and 'benefits of the program' (among others). Subsequent rounds of coding eliminated the initial categories and became more inductive in nature so relevant data could then be considered more holistically, in relation to one another, and in response to the research questions (Saldaña, 2021). Thematic coding ultimately produced a series of themes that served a role in participant behavior change.

### **Findings**

We collected both quantitative and qualitative data for this project; however, due to the small numbers of participants in the pilot study, we are unable to draw statistical conclusions from this data. Here we briefly report on the raw results of quantitative measures and explore themes from our qualitative analysis.

---

## Participant Demographics, Pre- and Post-test Self-evaluations

Seven participants attended the pilot program including four male and three female faculty. Most identified as white (n=5), while two identified as Asian and one as Hispanic or Latino. One participant was under 34 and one was 45-54, but most were 35-44 (n=5). Responses for all social justice orientation and self-efficacy questions were given a numerical score of 1 for 'strongly disagree,' 2 for 'disagree,' 3 for 'neither agree nor disagree,' 4 for 'agree,' and 5 for 'strongly agree.' All participants completed pre-test survey questions. Average weighted responses ranged from 3.4 to 5 with an among-question global average of 4.5. Only three questions about personal efficacy had average scores below 4.0 in the pre-test.

All seven respondents completed the SJII program; however, only five completed the post-test survey. Post-test responses were similar to pre-tests except for three questions in which at least two respondents reported higher scores in the post-test. A sample size of five has insufficient power for reliable statistical analysis, so discussion of these numbers is presented only to augment the analysis of qualitative data.

## Behavior Change

In post-test responses on behavior, all participants reported both having incorporated some elements of social justice into their courses prior to participation in the SJII and making, or planning to make, many new changes after completing the workshop series (Table 4). In contrast to course-level actions, only one participant reported action on departmental issues prior to the SJII; however, all participants who filled out the post-test survey planned to make changes on departmental items after participating in the SJII. Verbal feedback from participants indicated that participants specifically changed or intended to change how they engage in their own reflexivity, how they engage students in community at the start of the class, the format of some assignments to be more inclusive, some ongoing system-level departmental curricular issues, curricular content and course offerings, inclusive teaching and active learning strategies, and departmental goals and assessment strategies. Participants noted that making curricular changes felt "easier" than addressing systems level concerns, but participants left the program having addressed and intending to continue focusing on departmental and systems level issues as well.

**Table 4**

*Number of Faculty Reporting Changes to Courses and Departmental Procedures Prior to and upon Completion of the Social Justice Infusion Initiative (SJII)*

Activity	Changes made prior to SJII	Changes made post-SJII	Changes planned post-SJII
Syllabus	3	4	2
Course content	4	3	2
Assignments	1	2	4
Course description	4	2	2
Learning objectives	4	2	3
Content delivery	4	3	1
Classroom activities/experiences	4	3	2
Teaching strategies	2	2	4
Evaluations	1	2	4
Course website	0	0	2
In-person communication w/ students	2	2	4
Electronic communication w/ students	2	2	4
Course technology	2	0	1
Departmental website	1	1	5
Departmental meetings	1	1	5
Departmental narrative	1	2	5
Curriculum for majors	2	1	5
Curriculum for minors	2	1	4

(N=5)

### **Qualitative Data**

Five themes emerged from qualitative data analysis as serving a role in faculty behavior change: intention to engage in action, identity salience, the role of peer involvement, opportunity, and needing tools.

#### ***Intention to Engage in Action***

Intention to engage in action emerged both as a precursor to action as well as a result of action. Four of the five participants indicated intention to adjust their work upon entering the program, stating their “plan,” “hopes,” and desires for upcoming work. All participants also listed several areas of work they intended to change in the coming year upon completing the program. One participant noted, “I think I’ve been doing many of these things, but also need to still do more, both in terms of course content and addressing the needs of individual students.” Another explained, “I do plan to try to shift the program to be less professor-centered and

more student-centered and to be more aware of what students want/need from the program.” Still another participant described, “The content of courses is definitely there. I just need to structure lessons and assignments that prompt more reflection about social identities and social justice.” Participants described a range of intentions upon completion of the program, but they all expressed additional work they intended to do based on the content explored during the SJII.

Verbal feedback from participants and researcher notes highlighted an intention to consider what participants want students to achieve in relation to social justice through the different majors and minors they offer and in terms of knowledge, attitude, and critical thought processes. Also present was a desire to organize teaching content in more digestible and relevant ways and assess students in new and varied ways that did not rely solely on memorization, large amounts of close reading, and heavy writing. These intentions were centered around ideas of inclusivity. Participants exited the program with plans among themselves to take steps to address these issues, many of which included involving students and student input and developing tools to elicit that feedback.

### ***Identity Salience***

Participants started the intervention with high scores on items measuring individual attitude toward social justice and salience of social justice to one’s identity. In qualitative responses, several participants noted the salience of social justice not only to their individual identity but also to their professional identity as an historian and as a teacher. One participant explained, “I’ve been doing a lot of this [incorporating social justice] in my classroom, but it hasn’t been under the definition of social justice necessarily, but rather as a natural progression based on the change in my field, where we focus a lot more on issues of oppression, race, class, gender.” This participant’s decision to incorporate social justice and related topics into their courses stemmed, at least in part, from the central role they saw it serving in their profession and their natural inclination to progress with their profession.

Another participant similarly explained their rationale for incorporating social justice themes into their course, noting, “I want to be the best teacher I can be, to have a transformative impact on all of my students, and be nimble enough to change my syllabus and courses, even after I’ve taught them for years.” This participant speaks to the importance of their identity, not necessarily as an historian, but as a teacher and how incorporating themes of social justice into their work helps them to continue the development and deepening of that identity.

In addition, several participants referenced a particular component of their identity as a teacher, specifically their commitment to students, noting a sense of responsibility to share professionally salient social justice themes with students. Participants described “student engagement,” student “needs,” and “student learning” as reasons that they currently incorporate and intend to incorporate more

---

social justice themes into their work. One participant expressed a desire to “increase students’ awareness of historical issues related to social justice.” Another hoped they could help students to “take notice of how they see the world” and help them “see the world differently” during their time together. Another added, “Our job is to get students to think critically about the past. We need to give them space to articulate their thoughts and pathways to bring themselves (in all their complicated identity) to the material.” Yet another explained, “I’ve got to respond to the changing demographics of our students. History has to address their experiences.” These participants all experienced a sense of responsibility for incorporating social justice into their courses for the benefit of student learning and to meet varied student needs, central tenets in their identity as teachers.

### ***The Role of Peer Involvement***

All participants discussed the role of peer involvement in their behavior change process, as well as its importance in the program, noting elements such as “fruitful discussion” and “the ability to talk openly with colleagues and share ideas” as particularly useful elements of the program. One participant stated that “the discussion with my colleagues provided such great ideas” and another appreciated “taking the time to learn how to be a teacher from people who I respect and know.” Verbal feedback from participants also highlighted the role of peer involvement, with participants emphasizing an increased sense of teamwork, shared goals, and shared planned action upon completion of the program. They noted that they cannot solve all the injustices and issues on their own, but they felt empowered to work together to address what they can. Additionally, participants explained that they felt empowered to do this work knowing that their departmental chair supported it and also chose to engage in the program.

Researcher notes from the workshops showed that discussions centered on a variety of topics, including the various ways that students are assessed and the potential overreliance on writing assessments, the possible unfair burden placed on junior faculty to “represent” departmental diversity in faculty identities and expertise in different subjects or courses, and how to unify the department with a more cohesive set of social justice-oriented goals. One particularly interesting conversation involved how students learn about the history major on this specific campus and who considers history as an accessible or feasible major and why. This conversation included a critical exploration of student and familial perceptions of the discipline, post-graduation options and trajectories, and how students and families from diverse backgrounds consider the role of undergraduate education, self-exploration, and job preparation. Participants expressed gratitude for these conversations, noting that talking about these topics with one another allowed them to gain momentum and take steps together to make changes in their department.

---

### ***Opportunity***

Several participants referenced the importance of having the opportunity through the program to purposefully think about and engage in social justice-oriented work. One participant appreciated having the “opportunity to have a guided discussion.” Another noted that the program “gave us enough time and creative space” to engage in the social justice-oriented work they had often thought about and wanted to do but did not necessarily follow through with on their own. Verbal feedback from participants and researcher notes also stressed the theme of opportunity; participants expressed appreciation for the time and space to make this work a priority and for implementing some of their ideas. Some participants noted that they liked being able to work through sections of the workbook prior to attending each workshop. They explained that the workbook provided “structure” to guide their thinking, but the structure also had flexibility and was “not so rigid.” Taking the time to gather their thoughts prior to the workshops and with the guidance of the workbook allowed participants to use the workshops as opportunities to ‘do the work’ (i.e., have meaningful conversations, brainstorm ideas, make initial plans, and decide on first steps). In this way, participants did not primarily describe the program as a training where they passively learned information, they described it as an opportunity to actually engage in the work they wanted to do.

### ***Needing Tools***

Multiple participants referenced the importance of learning specific tools, skills, and strategies for incorporating social justice themes into their work. One participant explained, “I liked that [the program] was practical and solution driven. It gave me practical pointers on how to move forward.” Another appreciated learning “best practices for these issues.” Still another appreciated learning “small steps that would have a big impact.” One participant noted that they specifically engaged in this program because “I was trying to figure out HOW to go about making necessary changes.”

Researcher notes highlighted how this group of participants seemed to particularly home in on skills related to assessing and intervening within their department. Participants did mention appreciating skills related to their specific courses and classrooms, including some inclusive teaching techniques, evaluating and updating content, impactful pedagogy, and classroom management of difficult topics and situations; however, this group largely focused their work during the workshops on the department as a system. They spent time during multiple workshops using the Step 2 and 3 prompts and worksheets to guide their departmental analysis and ultimately develop tasks and plans they would complete both in between Workshops 3 and 4 and then again after Workshop 4. They used the evaluation and assessment prompts and worksheets in Step 6 to further guide

and adjust their efforts during Workshop 4 and for their ongoing work after completing the program. These skills seemed particularly relevant for this group of participants, with many expressing that they had not considered doing this work prior to attending the program or they would not have known where to start.

## Discussion

The aims of this case study were to understand the changes that faculty made to their work by attending the SJII and the process that led to their behavior change. Figure 2 depicts the process of engaging in social justice-oriented behavior that emerged from the data. Per pre-test data, knowledge of social justice, attitude toward social justice, salience of social justice to one's identity, and intention to engage in social justice action were present in the pilot group prior to the intervention. The intervention offered an interaction between peer involvement, the opportunity to engage in action, and the tools needed to implement action. Participants ended the intervention engaging in action and expressing the intention to engage in additional action.

**Figure 2**

*The Process of Engaging in Social Justice-Oriented Behavior*



This model highlights two important points. First, it indicates that the program did help faculty move from possessing social justice values to taking action to embed social justice into their educational practices. Participants entered the intervention with high levels of knowledge about social justice, attitude toward social justice, salience of social justice to one's identity, and intention to engage in social justice action. A highly motivated group of faculty, such as those in this pilot group could have found limited value from the intervention; however, this was not the case. Research has demonstrated that pro-social justice attitudes and intentions, while likely necessary, are often insufficient conditions for action to occur (e.g., Miller et al., 2009; Torres-Harding et al., 2012). Despite being well-

informed and motivated to make changes prior to the intervention, faculty still made changes during the program, showed an increased interest in making changes post-intervention, and reported finding value in the program, suggesting that the program provided critical elements in moving from values to action.

Second, the model suggests three factors – peer involvement, opportunity, and tools – as particularly important factors in the program that contribute to faculty behavior change. These factors are consistent with the literature on social justice action, and they align with the study’s theoretical framework. Recent scholarship has specifically noted the substantial role that opportunities serve to develop and hone skills, access resources, learn tools, navigate environments, and practice activities (Hagar et al., 2025; Watts & Halkovic, 2022). Additionally, these tasks all require time to implement, and the SJII is designed to provide faculty with the time they need to take advantage of the opportunities the program provides.

Similarly, peer involvement has been discussed in the social justice action literature. It is often conceptualized as ‘normative social experiences’ and is portrayed in two primary ways: 1) subjective norms: the support or lack of support for engaging in a specific action (Miller et al., 2009; Torres-Harding et al., 2012), and 2) perceived norms: the perception of what proximal others value, do, and expect (Keum & Miller, 2020; Krueger et al., 2022). Pre-test survey data suggest that both subjective and perceived norms were present at high levels for participants in this study. The qualitative data suggest, though, that the concept of ‘peer involvement’ went beyond only the experience of social support and a perception of others’ values and actions. Participants discussed the interactive role of engaging with peers, co-creating ideas and plans, and holding one another accountable in a dynamic process. These findings suggest a rather active role that peer involvement and support can serve in developing social justice action.

These findings speak to the role of collective efficacy in the behavior change process. Collective efficacy involves an individual’s perception of the capabilities of a group (Goddard et al., 2004), and it develops as group members have shared success and come to believe in the group’s capabilities to make change (Kelder et al., 2015). Upon completion of the program, all participants endorsed plans to change departmental materials and practices. Verbal feedback from participants emphasized an increased sense of teamwork, shared goals, and shared planned action within this group. Facilitators noted that the group entered the program with some shared ideas, but upon completion of the program, the group had created shared goals, distribution of tasks to complete, plans to engage others from the department, and meetings to continue the work. Taken together, this suggests that the intervention provided a space to develop a sense of collective efficacy, possibly due to the interaction between high levels of identity salience, behavioral intention, peer involvement, opportunity, and skill building.

Of note, the minimal quantitative data suggests increases in at least some aspects of self-efficacy over the course of the program, but self-efficacy did not emerge as an explicit theme during qualitative data analysis. It is often suggested that self-efficacy is an important component in developing social justice action (e.g., Miller et al., 2009; Sanabria & DeLorenzi, 2019), and it also serves a central

role in the study's theoretical framework (Bandura, 1986, 1988; Montano & Kasprzyk, 2015). As such, the lack of explicit reference to self-efficacy in the qualitative findings warrants additional consideration.

Research has demonstrated four conditions through which self-efficacy tends to develop: mastery experiences, vicarious experience, social persuasion, and emotional arousal (Goddard et al., 2004; Kelder et al., 2015). Findings from this study indicate that participants experienced these conditions while engaging in the program. First, participants engaged in the desired behavior (making social justice changes to their work) while participating in the program, thus experiencing the process of rehearsal and developing a sense of mastery. Second, participants highlighted learning from one another, sharing ideas, and making progress through the program together, thus benefiting from vicarious experience. Third, participants described a sense of support, cohesion, and mutual investment in social justice work within their group, thus experiencing social persuasion. Fourth, participants reported feeling vested in the social justice work they were doing and a strong sense of purpose and responsibility to continue to develop this work, thus describing emotional arousal. It is possible that participants experienced an increase in self-efficacy through these conditions, as the survey data suggests, and self-efficacy did in fact serve a role in the process of behavior change, but it was not explicitly named as such in qualitative data collection.

Findings also relate to scholarship on faculty development and adult learning. Different faculty development approaches highlight various elements that contribute to ongoing faculty growth, pedagogical adjustment, and institutional alignment. Cranton (2006) writes about faculty development that allows for faculty to be authentic in their practice. The focus of this work is self-reflection, relationships to students, and critical reflection on teaching. These elements parallel Steps 1-5 in the SJII, but do not address aspects of content, curricula, and program included in the SJII. Kezar and Posselt (2020) consider how administrators can promote social justice through hiring, evaluation, budgeting, and policies. This approach centers decisions that affect programs through the cultivation of faculty and student bodies. These practices may influence pedagogical practices, curriculum via faculty specialization, and program development and evaluation from top-down forces. The SJII centers faculty decisions and departmental action that can promote social justice on these issues. Kegan & Lahey (2001) present a theory of change for adult learners that focuses on understanding why individuals are resistant to change, how to uncover deep assumptions that prevent change, and what can be done to disprove these assumptions. This theory of change emphasizes the emotional causes of resistance to change rather than lack of resources or tools, and it broadly aligns with the affective approach used in the SJII and the community support provided by the cohort model. Participants in the pilot group were already actively engaged in self-examination and actively trying to make changes in their work to be more socially just, thus they needed little guidance overcoming barrier assumptions. However, Step 1 of the SJII is specifically designed to help faculty explore barrier assumptions— perhaps assumptions associated with white fragility, ideas of expertise or rigor, or political associations. Faculty engage in reflection, interrogate

their assumptions, orient them in the context of known injustice, and consider how these assumptions impact their teaching and students' experiences in their classroom before attempting to think about changes they can make in their work. Taken together, many different elements of faculty development scholarship align with the tasks and approach of the SJII.

Findings from this study seem particularly relevant as current political actions substantially limit funding, support, and space for socially just practice (Jackson, 2025; Quinn, 2025). Findings suggest that faculty can continue advancing socially just education together, relying on one another to inspire, motivate, brainstorm, hold accountable, and build upon one another's work. The pilot sample was comprised of untenured, junior faculty through to established department leaders, all with large general education and major-specific teaching requirements. This range of faculty with substantial commitments joined together and capitalized on a robust departmental culture of ongoing discussion about standards and curriculum to consider how to more thoroughly embed social justice into their individual and collective work. These faculty demonstrated that with some time, support, and skills, they were able to move their social justice intentions into actionable pedagogy. This process can be replicated by interested and committed groups of faculty, even in light of current political action working toward the contrary (Jackson, 2025).

Multicultural education has complementary goals of simultaneously expanding the perspectives, values, cultures, and histories explored in classrooms, while also enhancing the range of students that can gain access into those classrooms. Both goals are social justice issues, not only because they seek to address past and present inequities and erasures, but also because they seek to ready students to engage in more just and inclusive practices moving forward. As society wrestles anew to sustain and recapture progress made regarding gender, sexual orientation, race, ability, and religious freedom, we need emerging leaders who have been trained in multicultural and socially just classrooms and who can intuitively understand that society is better when all people are valued and elevated. This means moving away from a siloed departmental approach to education (Kezar & Holcombe, 2018; Liera & Dowd, 2019), learning goals associated solely with knowledge gain (Cleveland-Innes, 2020), assessment based on written replication of material learned (Bassett, 2020), low rates of faculty diversity (National Center for Education Statistics, 2018), and inequities in rates of student access, retention, and graduation (National Center for Education Statistics, 2019). Instead, teachers must be trained in ever evolving multicultural practices (Han & Yu, 2025; Solís et al., 2025); courses must reflect multicultural perspectives and current presentations of social issues (Leslie, 2021; Tynes et al., 2021); pedagogy must be inclusive and address modern educational issues (Degand, 2020; Morales et al., 2025); and policies must reflect equitable aims (Brooks et al., 2015; Miskovic & Curcic, 2016). The SJII provides the opportunity for faculty to engage in and develop these multicultural and socially just educational practices and, in turn, more efficaciously educate a multicultural study body to address the evolving social issues of our day.

### Limitations and Implications for Future Research

The study has limitations. First, the sample was a convenience sample of self-selected faculty at a mid-sized Catholic college in the Northeast United States, which limits the generalizability of findings to faculty in other contexts. Second, the small sample size limits the type of statistical analyses used in the study and prohibits advanced analyses. Third, the qualitative data were gathered from open-ended responses in the survey and debriefing conversations, which limits the depth of data that could be gathered.

Future research should evaluate program efficacy. It would also be important to evaluate the intervention with participants possessing a range of social justice knowledge, attitudes, identity salience, and intentions prior to entering the program. The case study data suggests that this group of participants was a well-informed and motivated group of faculty. As such, this pilot group may not accurately model average faculty responses to the intervention, particularly of faculty who possess lower knowledge and attitude scores or who are unconvinced of the need to infuse social justice into their courses or practices.

The role of collective efficacy in the SJII as well as in the development of social justice behavior should also be further explored. First, the measure used in the pilot intervention had limited capacity to capture collective efficacy as a variable. As such, items will be added to the survey moving forward to more comprehensively understand the development of collective efficacy during the program.

Additionally, systemic change to address social injustices requires collective action by motivated and committed individuals. However, even highly prepared and committed faculty, such as those in this study, can experience uncertainty when challenging the status quo, and they developed more certainty about their work after joining together and developing a sense of collective efficacy. Within higher education, faculty can feel as though they must temper their responses to social injustice to avoid conflict with certain colleagues and to avoid alienating students they wish to engage (Deepak et al., 2015; Garran et al., 2014). Participants did express hesitancy about the name of the program, the Social Justice Infusion Initiative, and about finding support from other colleagues not participating in the pilot. Participants believed that some of their colleagues would agree with the premises and content learned, but that they might be hesitant to engage in the program because of the term 'social justice' in the program's name. To navigate these complex social issues, particularly at this moment in time, it would be important to better understand the role of collective efficacy in developing and sustaining social justice behavior by faculty on college campuses and as pursued through the SJII.

---

## Conclusion

At a time when inclusive, multi-cultural, and social justice-oriented pedagogy is being systemically challenged, the need for effective, congruent, and accessible educational practices regarding social justice is increasingly important. The SJII offers a novel evidence-informed approach to implementing and understanding this work. This pilot study of the SJII offers theoretical considerations for understanding how faculty come to incorporate themes of social justice into their work, as well as some initial data to support the program's theory of change and relevant components. Most notably, results suggest that collective efficacy may be an important component for empowering faculty to incorporate social justice into their departmental and programmatic practices.

## References

- Alexander, N.N., Teymuroglu, Z., & Yerger, C.R. (2019) Critical conversations on social justice in undergraduate mathematics. *PRIMUS*, 29, 396-419. <https://doi.org/10.1080/10511970.2018.1530704>
- American Association of Colleges and Universities (2025). *About AAC&U: Office of Diversity, Equity, and Student Success*. <https://www.aacu.org/office-of-diversity-equity-and-student-success>
- American Chemical Society. (2025). *Advancing ACS's Core Value of Inclusion and Belonging*. <https://www.acs.org/about/inclusion.html>
- Apgar, D. (2021). Developing the next generation of social work activists: Support for eliminating the micro–macro divide. *Journal of Community Practice*, 29(1), 62-78. <https://doi.org/10.1080/10705422.2021.1881856>
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice Hall.
- Bandura, A. (1988). Organisational applications of Social Cognitive Theory. *Australian Journal of Management*, 13, 275-302. <https://doi.org/10.1177/031289628801300210>
- Bassett, B. S. (2020). Better positioned to teach the rules than to change them: University actors in two low-income, first-generation student support programs. *The Journal of Higher Education*, 91(3), 353-377. <https://doi.org/10.1080/00221546.2019.1647581>
- Baumgartner, L. M. (2001). An update on transformational learning. *New Directions for Adult and Continuing Education*, 89(15). <https://doi.org/10.1002/ace.4>

- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559. <http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf>
- Bellomo, K. S. (2015). Constructing biology curriculum for a diverse student population: Opportunities for the integration of STSE education and issues of social justice (Doctoral dissertation). <http://hdl.handle.net/1807/73723>
- Bhuyan, R., Bejan, R., & Jeyapal, D. (2017). Social workers' perspectives on social justice in social work education: When mainstreaming social justice masks structural inequalities. *Social Work Education*, 36, 373-390. <https://doi.org/10.1080/02615479.2017.1298741>
- Brooks, J. S. (2015). Educational leadership against racism: Challenging policy, pedagogy, and practice. *International Journal of Multicultural Education*, 17(1), 1-5.
- Brown, C. (2021). Critical clinical social work and the neoliberal constraints on social justice in mental health. *Research on Social Work Practice*, 31(6), 644-652. <https://doi.org/10.1177/1049731520984531>
- Bussey, S. R. (2020). Finding a path to anti-racism: Pivotal childhood experiences of White helping professionals. *Qualitative Social Work*, 1-18. <https://doi.org/10.1177/1473325020923021>
- Campus Compact. (2025). <https://compact.org/>
- Cleveland-Innes, M. (2020). Student demographic change and pedagogical issues in higher education. In M. Slowey, H.G. Schuetze, & T. Zubrzycki (Eds.), *Inequality, Innovation and Reform in Higher Education: Challenges or Migration and Ageing Populations*, 159-173. Springer.
- Cranton, P. (2006). Not making or shaping: Finding authenticity in faculty development. *To Improve the Academy: A Journal of Educational Development*, 70-85. <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1581&context=podimproveacad>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.
- Deepak, A. C., Rountree, M. A., & Scott, J. (2015). Delivering diversity and social justice in social work education: The power of context. *Journal of Progressive Human Services*, 26, 107-125. <https://doi.org/10.1080/10428232.2015.1017909>
- Degand, D. (2020). Introducing critical race media literacy in an undergraduate education course about technology and arts-based inquiry. *International Journal of Multicultural Education*, 22(3), 96-117.
- Dolmans, D., & Tigelaar, D. (2012). Building bridges between theory and practice in medical education using a design-based research approach: AMEE

- Guide No. 60. *Medical Teacher*, 34, 1-10.  
<https://doi.org/10.3109/0142159X.2011.595437>
- Fraser, M. W., Richman, J. M., Galinsky, M. J., & Day, S. H. (2009). *Intervention Research: Developing Social Programs*. Oxford University Press.
- Funge, S. P., Crutchfield, R. M., & Jennings, L. K. (2020). The challenge of integrating social justice content into social work education: Making the abstract more concrete. *Journal of Social Work Education*, 56(1), 41-55.  
<https://psycnet.apa.org/doi/10.1080/10437797.2019.1656566>
- Garran, A. M., Kang, H. K., & Fraser, E. (2014). Pedagogy and diversity: Enrichment and support for social work instructors engaged in social justice education. *Journal of Teaching in Social Work*, 34, 564-574.  
<https://doi.org/10.1080/08841233.2014.952868>
- Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2004). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. *Educational Researcher*, 33(3), 3-13.  
<https://doi.org/10.3102/0013189X033003003>
- Green, K. A., Parnell, S., Wolinsky, B., del Campo, D., Nathan, A., Randolph, M., Regier, E., Kaplan, S., Dasgupta, S., & Dominguez, I. (2020). *Is race a risk factor? Creating Leadership and Education to Address Racism: An Analytical Review of Best Practices*. Retrieved from [https://www.bumc.bu.edu/cameid/files/2021/11/Racism-in-MedicineVIG-Report\\_Redacted.pdf](https://www.bumc.bu.edu/cameid/files/2021/11/Racism-in-MedicineVIG-Report_Redacted.pdf)
- Hackman, H. W. (2005). Five essential components for social justice education. *Equity & Excellence in Education*, 38(2), 103-109.  
<https://doi.org/10.1080/10665680590935034>
- Hagar, J., Thomas, K. A., Dimitri, N., & Reisch, M. (2025). Bridging the social justice values to action gap reconsidered: A grounded theory study of how social workers come to engage in social justice action. *Journal of the Society for Social Work & Research*. <https://doi.org/10.1086/734434>
- Hagar, J., Thomas, K. A., & Reisch, M. (2024). Factors contributing to social justice action: A scoping review of the published literature. *Social Justice Research*, 38, 191-222. <https://doi.org/10.1007/s11211-024-00445-x>
- Han, S., & Yu, S. (2025). Uncovering third space in virtual transnational partnership: Transdisciplinary and transcultural transformation. *International Journal of Multicultural Education*, 27(1).
- Heslin, P. A., & Klehe, U. C. (2006). Self-efficacy. In S.G. Rogelberg (Ed.) *Encyclopedia of Industrial/Organizational Psychology, Edition 2*, 705-708.
- Jackson, M. (2025). The impact of anti-DEI legislation on higher education pedagogy. *Journal of College and Character*, 26(1), 61-73.  
<https://doi.org/10.1080/2194587X.2024.2442717>
- Kegan, R., & Lahey, L. L. (2001). How the way we talk can change the way we work: Seven languages for transformation. Jossey-Bass.

- Kelder, S.H., Hoelscher, D., & Perry, C.L. (2015). How individuals, environments, and health behaviors interact: Social Cognitive Theory. In K. Glanz, B.K. Rimer, & K. Viswanath (Eds.) *Health Behaviors: Theory, Research, and Practice, Fifth Edition* (159-181). Jossey-Bass.
- Keum, B. T., & Miller, M. J. (2020). Social justice interdependence among students in counseling psychology training programs: Group actor-partner interdependence model of social justice attitudes, training program norms, advocacy intentions, and peer relationships. *Journal of Counseling Psychology, 67*(2), 141.
- Kezar, A. & Holcombe, E. (2018). How organizational silos and bridges shape student success: The CSU STEM Collaboratives Project. *Change: The Magazine of Higher Learning, 50*(2), 48-56. <https://doi.org/10.1080/00091383.2018.1483180>
- Kezar, A. J., & Posselt, J. R. (2020). Higher education administration for social justice and equity: Critical perspectives for leadership. Routledge.
- Krueger, N. T., Garba, R., Stone-Sabali, S., Cokley, K. O., & Bailey, M. (2022). African American activism: The predictive role of race related stress, racial identity, and social justice beliefs. *Journal of Black Psychology, 48*(3-4), 273-308. <https://doi.org/10.1177/0095798420984660>
- Lane, M., & Grape, A. (2024). Utilizing experiential learning to deepen understanding in an MSW macro practice class: Impact on learning and EPAS competencies. *Journal of Teaching in Social Work, 44*(1), 2-16. <https://doi.org/10.1080/08841233.2023.2285858>
- Lee, E., Kourgiantakis, T., Hu, R., Greenblatt, A., & Logan, J. (2022). Pedagogical methods of teaching social justice in social work: A scoping review. *Research on Social Work Practice, 0*(0), 1-19. <https://doi.org/10.1177/10497315221085666>
- Leslie, A. M. (2021). Rendering Latinas invisible: The underrepresentation of Latina role models in K-12 history textbooks. *International Journal of Multicultural Education, 23*(1), 87-109.
- Liera, R., & Dowd, A. C. (2019). Faculty learning at boundaries to broker racial equity. *The Journal of Higher Education, 90*(3), 462-485. <https://doi.org/10.1080/00221546.2018.1512805>
- Mattocks, N. O. (2018). Social action among social work practitioners: Examining the micro macro divide. *Social Work, 63*(1), 7-16. <https://doi.org/10.1093/sw/swx057>
- Mayhew, M. J., & Fernández, S. D. L. (2007). Pedagogical practices that contribute to social justice outcomes. *Review of Higher Education, 31*(1), 55-80. <https://doi.org/10.1353/rhe.2007.0055>
- Mezirow, J. (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education, Summer 1997*(74), 5-12. <https://doi.org/10.1002/ace.7401>

- Miller, M. J., Sendrowitz, K., Connacher, C., Blanco, S., de la Peña, C. M., Bernardi, S., & Morere, L. (2009). College students' social justice interest and commitment: A social-cognitive perspective. *Journal of Counseling Psychology, 56*, 495–507. <https://doi.org/10.1037/a0017220>
- Miskovic, M., & Curcic, S. (2016). Beyond inclusion: Reconsidering policies, curriculum, and pedagogy for Roma students. *International Journal of Multicultural Education, 18*(2), 1-14.
- Moeschberger, S. L., Ordonez, A., Shankar, J., & Raney, S. (2006). Moving from contact to change: The act of becoming aware. In R. Toporek, L. H. Gerstein, N. A. Fouad, G. Roysicar, & T. Israel (Eds.), *Social justice in counseling psychology: Leadership, vision, and action* (472-486). Sage Publications. <https://psycnet.apa.org/doi/10.4135/9781412976220.n31>
- Montano, D.E., & Kasprzyk, D. (2015). Theory of reasoned action, theory of planned behavior, and the integrated behavior model. In K. Glanz, B.K. Rimer, & K. Viswanath (Eds.) *Health Behavior: Theory, Research, and Practice, 5<sup>th</sup> Edition*, 95-124. Jossey Bass.
- Morales, A. R., Catalano, T., & Thiessen, C. B. (2025). Rehearsing a revolution: Boal's forum theater as a "4 trans+" approach to bi/multilingual teacher preparation and development. *International Journal of Multicultural Education, 27*(1), 116-142.
- Morales-Doyle, D. (2017). Justice-centered science pedagogy: A catalyst for academic achievement and social transformation. *Science Education, 101*, 1034-1060. <https://doi.org/10.1002/sce.21305>
- Museum, S. D. (2014). The culturally engaging campus environments (CECE) model: A new theory of success among racially diverse college student populations. In M.B. Paulson (Ed.) *Higher Education: Handbook of Theory and Research, Volume 29*, 189-227. Springer Science and Business Media.
- National Center for Education Statistics. (2018). Table 315.20. Full-time faculty in degree granting postsecondary institutions, by race/ethnicity, sex, and academic rank: Fall 2015, fall 2017, and fall 2018. *Digest of Education Statistics*. Retrieved from [https://nces.ed.gov/programs/digest/d19/tables/dt19\\_315.20.asp](https://nces.ed.gov/programs/digest/d19/tables/dt19_315.20.asp)
- National Center for Education Statistics. (2019). Indicator 23: Postsecondary graduation rates. *Status and Trends in the Education of Racial and Ethnic Groups*. Retrieved from [https://nces.ed.gov/programs/raceindicators/indicator\\_red.asp](https://nces.ed.gov/programs/raceindicators/indicator_red.asp)
- Quinn, R. (2025). Watching their words: Faculty say they're self-censoring. *Inside Higher Ed*. <https://www.insidehighered.com/news/faculty-issues/academic-freedom/2025/01/09/watching-their-words-us-faculty-say-theyre-self>
- Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). Sage Publications.

- Sanabria, S., & DeLorenzi, L. (2019). Social justice pre-practicum: Enhancing social justice identity through experiential learning. *Journal for Social Action in Counseling & Psychology*, 11(2), 35-53. <https://doi.org/10.33043/JSACP.11.2.35-53>
- Solís, J. L., Howard, T., Mosqueda, E., & Bravo, M. A. (2025). "Encontré algo mejor"/"I Found something better": Trans-perspectives and raising critical consciousness with secondary bilingual/multilingual STEM teachers. *International Journal of Multicultural Education*, 27(1), 79-115. Southern Poverty Law Center, Learning for Justice. (2025). *Social justice standards*. <https://www.learningforjustice.org/frameworks/social-justice-standards>
- Tharp, D. S., & Moreano, R.A. (2020). *Doing social justice education: A practitioner's guide for workshops and structured conversations*. Stylus Publishing, LLC.
- The Underrepresentation Curriculum Project. (2025). <https://underrep.com/>
- Torres-Harding, S. R., Siers, B., & Olson, B. D. (2012). Development and psychometric evaluation of the Social Justice Scale (SJS). *American Journal of Community Psychology*, 50(1-2), 77-88. <https://doi.org/10.1007/s10464-011-9478-2>
- Tynes, B. M., Stewart, A., Hamilton, M., & Willis, H. A. (2021). From Google searches to Russian disinformation: Adolescent critical race digital literacy needs and skills. *International Journal of Multicultural Education*, 23(1), 110-130.
- Vaccaro, A., Swanson, H. J., Ann Marcotte, M., & Newman, B. M. (2019). Insights into the sense of belonging from women of color: Interconnections of cultural competence, expectations, institutional diversity, and counterspaces. *Journal Committed to Social Change on Race and Ethnicity*, 5(2), 33-65. <https://www.jstor.org/stable/48645355>
- Walter, R. R. (2017). Emancipatory nursing praxis: A theory of social justice in nursing. *Advances in Nursing Science*, 40(3), 225-243. <https://doi.org/10.1097/ans.0000000000000157>
- Watts, R. J., & Halkovic, A. (2022). Sociopolitical development and social identities. *Journal of Research on Adolescence*, 32(4), 1270-1279. <https://psycnet.apa.org/doi/10.1111/jora.12811>

## Appendix

### Extended Change Model

The following table depicts the components of the SJII, their connection to social justice pedagogy, the mechanisms that support faculty taking action to incorporate social justice into their programs, and the projected outcomes of each component.

Mode	Content	Social Justice Pedagogy	Mechanisms for Behavior Change	Outcomes
<b>Workbook</b>	1. Self-Reflection 2. Departmental Reflection 3. Learning Objectives & Departmental Goals 4. Content 5. Pedagogy 6. Assessment & Evaluation	-Self-directed learning -Self-reflection -Perspective taking -Affective learning	-Scaffolding: exposure to material and time to reflect on the material and formulate thoughts* -Exposure to information* <sup>^</sup> -Exposure to values <sup>^</sup>	1. Increase knowledge* <sup>^</sup> 2. Increase personal awareness <sup>`</sup>
<b>Workshops 1-3</b>	Steps 1-5	-Critical discourse -Perspective taking -Applying to real life problem solving -Skills building	-Scaffolding: brainstorming & making plans* -Rehearsing skills* <sup>^</sup> -Modeling* -Observational learning* -Social persuasion* -Normative environment* <sup>^</sup> -Peer support* <sup>^</sup>	1. Learn content more comprehensively* <sup>^</sup> 2. Increase comfort having difficult conversations <sup>`</sup> 3. Understand importance of teaching for knowledge, values, and skills <sup>`</sup> 4. Start developing group management skills, conflict management skills, and skills for facilitating difficult conversations <sup>`</sup> 5. Exposure to Transformative learning skills <sup>`</sup> 6. Start to increase self-efficacy and collective efficacy* <sup>^</sup>
<b>Implementation/ Consultation</b>	Consultation as needed	Rehearsal	Scaffolding: practice/ rehearsal until reach mastery*	1. Behavioral mastery* <sup>^</sup> 2. Increase self-efficacy* <sup>^</sup> 3. Engage in action* <sup>^</sup>
<b>Workshop 4</b>	Step 6 Future plans	Making plans as a group and as an individual	Scaffolding: solidify learning*	1. Solidify learning* 2. Increase behavioral intention* <sup>^</sup> 3. Increase collective efficacy* 4. Reinforce self-efficacy so action continues* <sup>^</sup>
<b>Delivery</b>	-Multiple encounters over time -Department together -One department at a time -Address knowledge, attitude/values, & skills <sup>`</sup> -Individual and departmental level change	-Transformative and affective learning -Prolonged exposure -Explicit/implicit program	-Normative peer and environmental influences* <sup>^</sup> -Peer leader as role model* -Social persuasion & support* -Reinforcement* -Opportunities to engage in behavior* <sup>^</sup>	1. Develop collective efficacy* 2. Solidified learning and rehearsed skills which enhances self-efficacy and the likelihood for action* <sup>^</sup>

\*Social Cognitive Theory

<sup>^</sup>Integrated Behavior Model

<sup>`</sup>Social justice action literature

### Author Contact

Jordyn Hagar, [jhagar@providence.edu](mailto:jhagar@providence.edu)

Maia Bailey, [m Bailey9@providence.edu](mailto:m Bailey9@providence.edu)